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VOL. IX

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No. 14

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THE CLASSICAL WEEKLY

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No. 14

(Continued from page 98)

Our next objective is to win our pupils. Here the first move is to fit ourselves more fully for our tasks as teachers of Latin and Greek. Knowledge and personality is the formula for good teaching—for good living in general. Now, to *know* more is easy, to *be* more is hard. We all know persons, who, unhappily, as they learn more, seem less and less human, possessed less and less of the human and humanizing capacities and qualities which are indispensable to effective teaching. I know no formula by which one can make good the resolve 'I will go and get me a personality', but it might help to that end if all teachers of the Classics were to keep their bodies and their minds in vigorous condition, if they were to embrace every opportunity to influence rightly and to be influenced rightly by the active life of their times. Isolation here is as fatal as isolation from our fellow Classicists.

We can win our pupils, also, by proving, so plainly that none can fail to realize their presence, that we ourselves have profited by the study of the Classics. The study of the Classics, we are fond of saying, will help one to be logical, will contribute to a finer and fuller understanding of English words, to the development of a better appreciation of the fundamental structure of all language, to the mastery of a sounder English style, to the richer understanding and enjoyment of English literature, which embodies in itself so much of the thought of the ancient world. Are these things true of us? if they are not, are we not in a very real sense traitors to the cause we profess to support? if they are not, can we hope to be effective supporters of that cause? On the other hand, if these things are true of us, if we give, in some or all of these many ways, outward and visible signs of an inward and spiritual grace, we shall win our students, and through them their parents, and ultimately the educators. We shall not be able to induce all students to keep on with Latin and Greek, but we shall send pupils out who realize that, when we said to them 'Come ye with us and we will do you good', we were using no idle words. Such pupils will go forth friendly to the Classics and will help us fight our battle, where, in the last analysis, it must be fought, in the homes of our land.

Our pupils, then, properly taught and influenced by us will be the most effective means of winning parents, and, ultimately, educators. In the meantime, however, many reserves and reinforcements have been standing

idle, playing no part in the campaign. That this state of things is not to continue there are many cheering signs. Of Miss Sabin's effective work for the Classics no reader of *THE CLASSICAL WEEKLY* can be unaware. In many places pupils and teachers have been stirred to avail themselves of her suggestions, with local modifications, as a means of impressing the public. Since, in 1914, Miss Sabin went from Chicago to Madison, to accept a position in the High School of the University of Wisconsin, one thinks naturally of an interesting recent development in Wisconsin. In November, 1914, at a meeting of The Wisconsin Latin Teachers' Association, it was unanimously voted that "there should be appointed a Publicity Committee, to put before the people of the State the purpose and the practical value of the study of Latin". A Committee of seven members, with Miss Sabin as Chairman, was appointed. In a circular letter, dated November 23, 1914, the Committee stated its purpose as follows:

(1) To put into the hands of the Latin teachers of the state non-technical articles on the subject of Latin study for publication in the local newspapers.

(2) To send to Latin teachers, as often as possible, available pamphlets, articles, etc., which may prove useful to them in a discussion of the subject of the general value of Latin.

(3) To get into the hands of the eighth grade pupils of the state, through the cooperation of the Latin teachers, a statement in simple language of the fundamental reasons for the study of Latin.

(4) To help, in any other dignified and legitimate way, the cause of the teachers who find themselves in positions where much indifference or even hostility is shown to the Latin work.

To effect these ends the Committee has sent to teachers of Latin in Wisconsin several bulletins. One of these was entitled *The Value of Latin for the Study of Science*. This pamphlet, of seven typewritten pages, began with the following words of Professor Bauer, a distinguished chemist of Vienna: "Give me a student who knows his Latin grammar and I will answer for his chemistry". Then followed a list of technical terms of physics, chemistry, botany, physiology and biology, zoology, all of classical origin. It was further noted that every new discovery, every new invention emphasizes the indebtedness of English to Latin and Greek: our discoverers and inventors turn, perforce, to those languages to find adequate terms to express their discoveries. An earlier pamphlet, by Miss Leta Wilson, of the Madison High School, addressed to

teachers, was entitled *One Reason Why Your Boys and Girls Need Latin*. This emphasized the point that the study of Latin makes the English language more intelligible. It listed 44 English derivatives from *mitto*; emphasized the importance to a right knowledge of English words of a mastery of the Latin roots; and pointed out again the help which a right knowledge of Latin is to the mastery of the spelling of such words as temporal, culpable, separate, etc. Another pamphlet is especially timely—*How Latin Helps in the Study of Spanish*. The Committee also offers to lend for a public lecture a set of 30 slides on *The Relation of Latin to Practical Life*, or a large scrapbook containing material of this character to be exhibited to pupils and parents.

One result of this campaign is that the editor of the *Wisconsin Normal School Bulletin* offered space to the Committee for articles about Latin. As Professor Grant Showerman wrote me some time ago, the Committee is "getting some of our gospel into columns where our voice has not been heard for ages".

The Classical Association of the Middle West and South, at its annual meeting at Iowa City, in 1914, appointed a Publicity Committee (see *The Classical Journal* 9.281-283, 10.245, 267-269). The purpose of this Committee is to get "the numerous considerations in favor of classical studies" before the general public, "to seek avenues of approach to the general public for things classical". Recently, this Committee, whose Chairman is Professor C. H. Weller, of the University of Iowa, has published a little pamphlet entitled *Arguing with Bob* (1 cent per copy, 20 cents for 25 copies, 70 cents per hundred copies). This is a conversation between Bob, who wants to drop Latin, and his father; the father's arguments persuade Bob that he had better continue with Latin.

In California active work of this sort for the Classics has long been done. Mention may be made again of the circular letter by Professors Gayley and Merrill (see *THE CLASSICAL WEEKLY* 3.73), and of the circular letter addressed by the University of California, in May, 1914, to teachers of Latin in the Schools of California (see *THE CLASSICAL WEEKLY* 8.17). The Classical Association of Northern California and The Classical Association of Southern California are flourishing organizations. In April, 1915, a pamphlet of 8 pages was issued, addressed to the teachers of Latin in the Schools in California. This gave a number of definite statements of University men engaged in various fields of work, all non-classical—English Composition, French, Political Science, Physics, Spanish, Metallurgy, Jurisprudence, Dendrology, English History, German and Zoology—concerning the value of Latin as a foundational study. In every community such a pamphlet, giving utterances of men and women well known in that community, and not professionally committed to the support of the Classics, would surely be of service.

Recently Professors C. C. Bushnell and P. O. Place, of Syracuse University, prepared a pamphlet entitled

A Study of Requirements in Latin and Greek, Especially in Eastern Institutions, for the Degree of Bachelor of Arts. The purpose of the pamphlet is to supply material for purposes of defence, should a movement begin, anywhere in the East, to reduce the amount of the Classics required in College. Syracuse University requires for the A.B. Degree 5 years of Latin plus 4 years of Greek plus "Roman History" and "Greek Civilization". Of the institutions within the same geographical area as Syracuse University, 14 require more years of ancient language than does Syracuse, 11 require the same number of years, 5 require less, in varying degrees. Section V of the pamphlet deals with the question whether there is in the institutions under consideration a tendency to one degree. To this question an emphatic negative answer is given. "Exhaustive inquiry from Presidents, Deans and Secretaries shows that there is almost no agitation in the East against the Classical requirements of the A.B. degree and the tone of the replies shows a firm determination to maintain these present requirements".

The campaign, then, is on. Its aims are high—the intellectual salvation of our country. The forces engaged in the campaign are more numerous than in other days, better trained for fighting, more resolute and more confident. Are we individually to be spectators or participants in the campaign? C. K.

(To be concluded)

REACTIONS TO THE LATIN STIMULUS¹

It is said to be incredible ac falso memoriae proditum that there ever were teachers—good teachers—of Latin, who required from their students little reaction except the grammatical one. Even if it were so, it should be said that in such teaching there may be a stimulus, the love of conquest, and a reaction, a fierce combat with the hosts of an alien tongue.

There was sometimes in the class-rooms of those old Romans of ours a vicarious reaction of the teacher to the 'grandeur that was Rome'. On such a day, would our teacher say, 'You have done well with your literal translation. Now, *this* is what it *means*'. Then did we see poor Caesar, whom we ourselves had murdered with our several daggers, covered with a decent mantle of real English. Then was reenacted for us a scene that we had never so much as dreamed of—the big, blonde Germans, seeking their 'place in the sun'; the small, sinewy Italians, veteran legions, panic-stricken, cowering in their tents, making their wills, planning mutiny; Caesar, shaming, stinging, spurring, soothing, winning.

But what if the teacher had helped us find for ourselves the dramatic intensity of this incident, and had let us discover, as did Miles Standish, that "here was a man who could both write and fight"?

¹This paper was read at the Ninth Annual Meeting of The Classical Association of the Atlantic States, at Swarthmore College, May 8, 1915.

Our teacher learned his art at a time when laboratories were not, when the College instructor in physics performed the experiments, while the class looked meekly on.

Is it too much to claim that in the teaching of the Classics, as well as of science, we have taken a step beyond our masters in recognizing in boys and girls the love of initiative, discovery, and creation? The boy likes to make a book-case, the girl, a shirtwaist; both like to form judgments, draw comparisons, make distinctions, connect cause and effect; above all, do they love to sit in judgment on human actions.

Not that the product of their thinking need be of intrinsic value; it is the process that counts. Youth can wait until it writes its doctor's dissertation to add materially to the sum of human knowledge! Meanwhile, its impulsive inferences, its straight reasoning from false premises, its ethical enthusiasms, its pleasure in discovery and creation, are parts of the joy of living, and of the preparation for living.

Boys and girls like to think; it is good for them to think. It is not for teachers—or editors—to forestall their thinking, but to offer the stimulus and enjoy the reaction. That the result has not all the sameness and certainty of a chemical reaction but adds to its interest.

One intelligent mistake is worth more than many correct answers, based on surface indications or on 'Notes'.

Even in that side of classical study in which authority is indispensable, there is ready response to suggestion.

In the oration on the Manilian Law (Chapter 21) Cicero nails his argument in these words: *Atque haec tot exempla tanta ac tam nova profecta sunt a Q. Catuli atque a ceterorum hominum auctoritate.* The teacher said, 'The verb is from *proficiscor*, not from *proficio*. How do I know that?' There was a period of watchful waiting, but the answer came—'The preposition *a* proves it'. Later, the more superficial fact of a difference in the quantity of *o* was noticed.

In a second year class, a girl at the board was seriously advised by a girl on the benches, 'If you can find a deponent verb, you need not use the ablative absolute', and another broke in with '*conspicor* is deponent'.

In Aeneid 5. 620-621, Iris, it is said,

fit Beroe, Tmarii coniunx longaeva Dorycli,
cui genus et quondam nomen natiq̄ fuissent.

In the course of sight translation, the question was asked, 'How does *fuissent*, as used here, differ from *fuerant*?' Three of the class, in two steps, reached the conclusion that Iris chose to impersonate a woman of influence.

A probable reason for the idiomatic use of *noctem* in Aeneid 1.683 was evolved by a member of the class.

The response to the suggestiveness of words is, we all know, most spontaneous. To a boy who knows his *fi*, it is necessary to say only that fiat money was paper without a gold or silver backing.

The humor of *auspices* in connection with a strawberry festival should be a discovery; so should the

mythical suggestion of *panic*, and the poetic truth of *trite*.

There is latent in many young people a sensitive appreciation of the force and significant position of words.

The apt comparison of the huge but aged Entellus to a *cava pinus* is sure to be noted. Conington's two conjectures about the meaning of *inanem*, as applied to the play-helmet of Ascanius, were both thought out by members of a class.

When once the distinction between *iam* and *nunc* is understood, there is genuine interest in the chase for the fitting English at each recurrence of the words.

A widely-used school edition of the Aeneid offers as translation of *infandum!* 1.251, 'horrors!' The melodramatic suggestion never fails to get a laugh, but it is enough to say, 'Examine the Latin word'. Some one is sure to arrive at 'unspeakable loss'.

In Aeneid 5. 790-792 Venus complains to Neptune:

Nunc omnia caelo
miscuit Aeoliis nequiquam freta procellis,
in regnis hoc ausa tuis.

The passage was at first translated without understanding of anything but grammatical facts. The hint, 'Find two words in different lines that bind the verses closely', brought finally the answer, *nequiquam* . . . *tuis*. (This relation, by the way, Dryden neglects). It was further volunteered that Venus was tactful in her management of Neptune, and that the position of *tuis* is purposely conspicuous.

Ultro, when once its versatile yet consistent character is known, gives particular pleasure. By the time the boxing match is reached, any class can see for itself the significance of the word in describing the fall of Entellus by the recoil of his own futile blow.

There is danger that this charm of words will lead to habits of careless or hasty inference. The authority of the Supreme Court, the dictionary, must always be felt. A word-club, self-organized and self-conducted, with teacher as Dictionary-assistant, has served to give a safe method to this natural enthusiasm. The habit of making words yield whatever of the gold of human experience went into their coining helps transform a careless reader into a thinker.

It is surprising to see how young students will sometimes come upon the conclusions of scholarship. A class was working on Aeneid 1.245-246. They were told that these lines have been criticised and were asked to find a fault, themselves. Before the end of the period, one girl was ready to say, 'Venus was too excited about Aeneas to talk of that underground river'.

Aeneid 6.489-493 was condemned by Mr. Galdstone. The class evolved not only Mr. Gladstone's criticism, but also an answer to it.

No class is so poor as not to find one argument for and one against the authenticity of a doubted passage—e. g. Aeneid 2. 567-588.

The question, 'How did Ascanius know how to carry on the situation created by Cupid?' (Book 2), was raised

by one girl. The answer, 'Venus had him dream all that Cupid did', came from another.

The reading of a passage from Dryden, Cranch, or Conington has often brought out from students the complacent remark that they can see more in the Latin than even their betters can express in English.

The reading of Dr. Holmes's First Verses, a rhymed translation of Aeneid 1.124-156, rarely fails to produce a reaction in kind.

Historical parallels are readily found. The ironical *Ithacus* of Sinon always suggests the 'Corsican'; and Cicero's remark (Manilian Law IX) about the sympathy of kings for kings recalls Louis XIV.

Of all reactions, the most free and eager is the ethical. 'Nothing human is foreign' to youth. The interest in the boy Ascanius is as vivid as is the interest in the boy Richard Carvel. When, in the hunt, the young prince scorns the deer and mountain goats, *inertia pecora*, and prays for a foaming wild boar or a real lion, one girl appreciatively remarks, 'Pretty ambitious for a small boy', and another rejoins, 'Just like a small boy'.

The pleasure in the unfolding of the character of the spy-patriot, Sinon, is acute.

Aeneas, as the paternal and easy-going master of sports, is not quite approved; in the matter of the foot-race, the question, 'What would you have done about the foul?', brings various answers. Some would have had it run again with Nisus barred.

Dido is generally first accused of mercenary motives, and then acquitted. These humanistic critics simply will not have the second person *dederis* in Aeneid 4.436.

The 'meddlesomeness' of the gods is generally resented. The difficulty of passing judgment upon a hero who is *fato actus* is, to some extent, recognized by boys and girls.

Artistic reactions to the Classics have been known from the time of the Pompeian school-boy. It was a Baltimore school-girl, who, to the familiar text-book cut, in which Aeneas leads Ascanius and carries Anchises, added, on the other shoulder, Creusa, with the legend, 'As it should have been'.

Latin composition books of thirty years ago were not enlivened by illustrations. Last year, a class was illustrating by series of pictures the stories they read. *Deus iuxta flumen sedet*, they read; and there he sits on a rock with feet dangling.

In a book bound in the art department of the School, two Vergil classes attempted about a dozen illustrations of Aeneid 1-6. Among the subjects were The Safe Harbor (1. 159-169), Celaeno's Prophecy and its Fulfillment, The Boat Race, Polyphemus, Scylla and Charybdis, Minerva, The Death of Dido. Most were original compositions and were done in ink, crayon, or water-colors.

But, of all forms of reaction to the spirit of the Classics, the dramatic is, perhaps, the most delightful and not the least valuable. It is the most natural response to the human interest.

In a High School class, the dramatic scene, beginning *Refer, inquis, ad senatum*, had been translated with obvious lack of appreciation. 'Lay down your book', said the teacher, 'and act the scene'. The idea was too new—the girl neither acted nor reacted; but another arose, selected a Catiline, and addressed the class as Senate. The lines were at that time spoken in English, but the incident led to a dramatization in Latin, presented as a class exercise and without costumes, yet thoroughly enjoyed.

The next year, The Hearing of the Conspirators was dramatized by a committee of the class, again without costume. The time was well spent; at least, no member of these two classes ever asked the perennial question, 'How many days did it take Cicero to deliver this oration?'

From the time when Pliny wrote to his friend Tacitus asking him to find a Latin teacher for the school at Como, Latin has been a dead language—in some Schools. To-day, it is more alive than in the time when all men spoke well of it.

What has been written from the experience and observation of one teacher in one School could certainly be matched by many teachers in many Schools. All do not seek or obtain the same sort of response, but wherever the teacher offers the stimulus of personal enthusiasm, backed by a reserve of scholarship, never pressed to its limit by the demands of the class, there will be a reaction worthy of all the best tradition and of the highest ideals of the present time.

WESTERN HIGH SCHOOL,
Baltimore, Md.

MARY B. ROCKWOOD.

CORRESPONDENCE

A Protest

After reading the editorial on Caesar's Gallic War in THE CLASSICAL WEEKLY 9.81-82, I am moved to record a dissenting vote. The decline of the Classics in modern education is due as much to the retention of Caesar and Cicero in their traditional place in the curriculum as to any other cause. The most valuable contribution of the so-called Direct Method is not the oral instruction but the introduction of readers or conversation books containing fresh and attractive material. Mere reiteration will never make me believe that Caesar and Cicero are spontaneously appealing to the average child.

How many of us classicists keep a copy of Caesar on our shelf of favorite books? And another leading question (this is an excellent practical test): how many of us find Caesar interesting in an English translation? Probably some one, in answer to these questions, will tell me how often he has forgotten the flight of time while absorbed in the perusal of Caesar, even as Pliny forgot the earthquake in his perusal of Livy; but I still insist that to extract the human interest from the Gallic War is a fine art known to few. Only a trained and mature mind, fully versed in the language of the Romans, can hope to glimpse the personality of the

superman, Julius Caesar. The *intellectual* thrill which we scholars feel when the crisp Latinity of Caesar permeates our cerebral processes is a matter of aesthetic appreciation. High School youngsters know it not. What they are after is simple human interest.

Another query: how many High School boys or teachers, for that matter, are addicted to modern military memoirs? Caesar may have written the world's greatest masterpiece in this field, but it is a dry field. Again I am speaking of the average person under average circumstances. Let us not scorn the simpler folk (young or old) who demand the stimulus of a broad portrayal of human nature in literature.

"The pupil should realize", says Professor Dennison, "that <Caesar's Gallic War> is a precious document of history". Ah! if the pupil only would! If the American boy or girl could only realize that *any* documents of history are precious, what a pleasant world this would be! And that brings me to the most important consideration of all: is the humanizing of Caesar worth the effort? Granted that a great teacher, with ample time at his disposal, with full equipment of pictures and charts, with a museum of Roman antiquities handy, can make Caesar interesting, how many teachers, I ask, *do* make Caesar interesting? 'How many teachers make *any* subject interesting', is the obvious retort, and the answer must be, 'Alas, too few'. But if we are candid with ourselves, we must acknowledge that some subjects of instruction are easier to make interesting than others, and even that some books are more human than others. If the Classics are to revive and flourish, our trend must be away from military Commentaries, away from history, away from politics, to pabulum better suited for immature minds. There must be more *stories*, more books like *Puer Romanus*, more of the Simplified Terence. Not even these books, of course, will relieve the teacher of the necessity of making an effort, but every ounce of effort will count. The question is not what interests *scholars*, but what interests *infants*.

COLUMBIA UNIVERSITY.

DEAN P. LOCKWOOD.

I was much interested in the editorial on the use of Caesar's Gallic War in the second year of the High School course. All that was said therein appealed greatly to me. Yet in reading it I had to ask myself these questions: Can the human interest, the vivid narrative, the dramatic development and a genuine appreciation of the story be brought home to pupils that have had but one year of Latin? Is it possible to do this at all adequately until the second year is almost at an end? Should we ourselves be interested in a story which we had to read in sections of from ten to forty lines a day, giving, for a large part of the year, to the study of the words and their relations a prominent, if not the most prominent, place in our study? Would not the whole story be a far more interesting and inspiring tale, if it should be read by pupils, if read at

all, later in the course, as is done so generally in the Schools of Europe?

I should be very glad to learn what others think about this, and to receive encouragement from those who can successfully deal with the Caesar problem as it faces us.

POLYTECHNIC PREPARATORY SCHOOL,
Brooklyn, N. Y.

HIRAM H. BICE.

WORDSWORTH'S TRANSLATION OF THE HARMODIUS HYMN

In his collection of modern renderings of the Harmodius and Aristogiton Hymn (THE CLASSICAL WEEKLY 9.82-86), Dr. Mierow has not included the version by the poet Wordsworth, which might have been found at a glance with my Concordance under the name of either hero; but a classical scholar would be more likely to note the Wordsworthian lines in The Classical Review 15.82, where they were first published by Professor William Knight in February, 1901. Professor Knight calls this "the second of more attempts than one on <Wordsworth's> part to deal with the subject of Harmodius and Aristogiton", and ascribes it to "the first decade" of the nineteenth century. Mr. Nowell Smith, in his edition of The Poems of William Wordsworth, 3.586, says:

The verses are a fairly close, but somewhat expanded, translation of the well-known Athenian Scolion, or drinking song The first line should probably begin, 'I will bear'; the "and" represents nothing in the Greek. In line 16 "myrtle" should probably be 'myrtle's', as in line 2.

Wordsworth, however, as the Concordance shows, elsewhere writes "myrtle leaf", "myrtle groves", "myrtle wreaths", and "myrtle shores". Of an infelicity like "myrtle's boughs" he would not, I believe, be guilty twice within so few lines. One is therefore tempted to doubt the accuracy of Professor Knight's transcription in line 2, and, both here and in line 16, to read

With the myrtle boughs arrayed.

Yet I give the translation as it appears in the edition of Nowell Smith (3.442):

And I will bear my vengeful blade
With the myrtle's boughs arrayed,
As Harmodius before,
As Aristogiton bore,

When the tyrant's heart they gor'd
With the myrtle-braided sword,
Gave to triumph Freedom's cause,
Gave to Athens equal laws.

Where, unnumbered with the dead,
Dear Harmodius, art thou fled?
Athens sings 'tis thine to rest
In the islands of the blest,
Where Achilles swift of feet
And the brave Tydides meet.

I will bear my vengeful blade
With the myrtle boughs arrayed,
As Harmodius before,
As Aristogiton bore,
When in Athens' festal time
The tyrant felt their arm sublime.

Let thy name, Harmodius dear,
Live through Heaven's eternal year:
Long as Heaven and Earth survive,
Dear Aristogiton, live;
With the myrtle-braided sword
Ye the tyrant's bosom gor'd,
Gave to triumph Freedom's cause,
Gave to Athens equal laws.

We do not know the grounds upon which Professor Knight based his conjecture as to the date of Wordsworth's rendering. Dr. Mierow's allusions to the translation by Archdeacon Wrangham remind one that in the years 1795-1796 Wrangham and Wordsworth collaborated in an imitation of Juvenal which was to strike at contemporary tyrants in England; but, so far as I know, the first reference made by Wordsworth to Harmodius and Aristogiton occurs in Book Tenth of *The Prelude*, and is to be dated Oct.-Dec., 1804. The passage (*Prelude* 10.191-208), if it does only a little to substantiate Knight's conjecture, may yet be quoted by way of commentary on the translation:

On the other side, I called to mind those truths
That are the commonplaces of the schools—
(A theme for boys, too hackneyed for their sires,) Yet, with a revelation's liveliness,
In all their comprehensive bearings known
And visible to philosophers of old,
Men who, to business of the world untrained,
Lived in the shade; and to Harmodius known
And his compeer Aristogiton, known
To Brutus that tyrannic power is weak,
Hath neither gratitude, nor faith, nor love,
Nor the support of good or evil men
To trust in; that the godhead which is ours
Can never utterly be charmed or stilled;
That nothing hath a natural right to last
But equity and reason; that all else
Meets foes irreconcilable, and at best
Lives only by variety of disease.

CORNELL UNIVERSITY.

LANE COOPER.

REVIEWS

The Semantic Variability and Semantic Equivalents of -oso- and -lento-. A Yale Dissertation. By Edward W. Nichols. Lancaster, Pa. (1914). Pp. III + 42.

Several scholars, notably Morris and Brugmann, have expressed the opinion that many derivative adjectives get their meaning chiefly from the primitive upon which they are based and from the context—especially the noun modified—while the suffix does little more than denote the adjective function. Dr. Nichols here makes a detailed application of the theory to a relatively small body of material, the Latin suffix -osus and some of its <occasional> equivalents.

The problem is treated from two points of view. In the first chapter we have a demonstration that the suffix -osus may be translated into English in at least thirty-one different ways. The author properly cautions us, however, against putting too much weight upon the specific translation suggested; the important point is the varying relation between the meaning of the derivative adjective and that of the word from

which it is derived. Thus *ventosus* means, according to context, 'exposed to, tossed by, fickle as, or swift as the wind'.

In the second chapter we learn that many if not all of the thirty-one meanings may be expressed equally well by other linguistic devices. Fourteen different suffixes (fifteen including -lentos) have been observed to be semantic equivalents of -osus in one or more passages. To these the author adds the prefix *in-*, on the basis of *infamis* = *famosus*; but of course the meaning of the base is so different in the two derivatives ('good fame' and 'ill fame' respectively) that they give no justification at all for equating the formative elements. It would be as reasonable to compare *in-* and -osus on the basis of Cicero's *infelici et aerumnoso*, in *Verrem* 5.162. The author then cites passages where one or another of the meanings of -osus is carried by the perfect or present participle, the genitive or ablative case, a noun, and even a verb (*alsiosa sunt: sole laeduntur*).

The third chapter, under the cryptic title Semantic Reciprocity, proves that several of the <occasional> equivalents of -osus may be equivalent to each other.

Such a detailed study of the influence of context upon meaning is certainly worth while for the linguist as well as for the psychologist. One wonders, however, that Dr. Nichols seems to have overlooked one of the most important linguistic and psychologic deductions to be drawn from the material. Possibly this has been reserved for the continuation of his researches which he promises.

If we turn for a moment from distinguishing between the different occurrences of -osus and search for similarities between the thirty-one categories, we discover that for sixteen of them we may quite naturally use the translation 'having'. For example, *aerumnosus* is as properly translated 'having tribulation' as 'suffering tribulation'; in fact, the vaguer participle is a more accurate representation of the Latin. Six of the other categories involve the meaning 'having a quality of the primitive'; e.g. *globosus*, 'round as a *globus*', is strictly 'having a quality of a *globus*'. Categories I ('causing') and III ('fraught with')—one might better say "tending to cause"—represent a very slight shift from the meaning 'having'; e.g. *lacrimosus*, 'causing tears' and *periculosus*, 'fraught with danger', are scarcely to be distinguished from *aerumnosus*. The remaining seven categories represent normal types of the analogical extension of meaning; e.g. *lienosus*, 'diseased in the spleen' (the only example listed under XIX), is due to derivatives of disease names such as *gravedinosus* and *rabiosus*. There can be no doubt, then, that the Romans habitually associated the suffix -osus with the idea 'having'; it is really a possessive suffix as we have long considered it. Psychological grammarians of the new school seem sometimes to disregard a cardinal fact like this just because it has long been recognized.

COLUMBIA UNIVERSITY.

E. H. STURTEVANT.

Handbuch der Lateinischen Laut- und Formenlehre. Von Ferdinand Sommer. Zweite und dritte Auflage. Heidelberg: Winter (1914). Pp. XXVIII + 665.

Kritische Erläuterungen zur Lateinischen Laut- und Formenlehre. Von Ferdinand Sommer. Heidelberg: Winter (1914). Pp. VIII + 203.

The new edition of Sommer's indispensable Handbuch is much improved both in plan and in content. The most noteworthy innovation is the inclusion of copious references to the literature, so that one will no longer have to use other Grammars in order to trace the discussions upon which Sommer's conclusions are based. The book has been made much easier to use by the new system of cross-references to pages instead of to the rather complicated paragraph numbers.

In spite of much skillful condensation the bulk of the material has so far increased that the discussion of 148 controversial points had to be relegated to a separate volume (Kritische Erläuterungen), which is intended solely for specialists in historical grammar. This plan relieves the Handbuch of a certain amount of argument which in the first edition proved confusing to beginners and to students of literature who referred to the book for information on special topics. At the same time the author has been able to state his case fully in the Kritische Erläuterungen whenever that seemed worth while, even though his discussion of some points runs to a length that would be inexcusable in a Grammar. It will be rather inconvenient to look through two volumes instead of one for Sommer's doctrine, but the additional information in the Kritische Erläuterungen will prove to be worth searching for.

In a surprisingly large number of instances the author has changed his opinion as a result either of other scholars' investigations or of his own further study. Some such changes mark clear and positive advances in our knowledge of the Latin language; e. g. the discoveries of Professors Dennison and Hale as to syllabification are adopted (Handbuch 280 f.), and Skutsch's explanation of the *io*-verbs of the third conjugation as due to the operation of the iambic law upon such forms as the original *capis* is supported by some effective argument (Handbuch 505 f., Kritische Erläuterungen 133 ff.) Some of the new suggestions are inevitably more or less uncertain; but, even when Sommer is not fully convincing, his discussion is almost always distinguished by good sense and scientific acumen.

No really important omissions have been noticed, although there should have been references to Professor Fay's article on *med* and *ted* (Classical Philology 4. 301-310), and the reviewer's note on *ss* from intervocalic *s* (*ibidem*, 6. 221). Sommer's attitude toward new suggestions is quite judicial even where they are opposed to his own previously expressed opinions; but in several cases he has rejected a theory which still has a good chance to live. This is notably true of Ehrlich's suggestion that unaccented original *ei* became *ī* before

Plautus, of Professor Kent's vindication of Lucilius's rules about *ei* and *i*, and of the opinion of numerous scholars that classical Latin had a pitch accent.

COLUMBIA UNIVERSITY.

E. H. STURTEVANT.

Roman Cursive Writing. A Princeton University Dissertation. By Henry Bartlett Van Hoesen. Princeton: Princeton University Press (1915). Pp. viii + 268. 10 Tables and numerous tracings of Alphabets. \$2.00.

Latin paleography is rapidly becoming an American science. Dr. Loew's Beneventan Script and his forthcoming Scriptura Minuscula Antiqua, Professor Burnham's Palaeographia Iberica, and the treatises on the Insular and the Visigothic hands which are announced as soon to appear at Harvard and Yale, have a worthy fellow in this exhaustive survey of an earlier script. Mr. Van Hoesen is a pupil of Professor E. C. Richardson of Princeton, who has never forgotten, in the midst of his arduous duties as University Librarian, his fruitful devotion to Latin paleography and text-criticism.

Even in ancient Greek writing, we find side by side the formal capitals of the inscription and the book, and the running script of the letter or memorandum. In Latin, we can trace the latter hand back into the first century B. C.; Pompeii, certain Hungarian mines, and Ravenna were our principal sources of material, until the recent excavations in Egypt filled a gap of several centuries and made possible a conspectus of the development of the hand. It is troublesome to define Roman Cursive, with its marked subdivisions of Semicursive and Imperial Cursive. Mr. Van Hoesen outlines earlier attempts to mark Cursive off from Rustic Capitals and Uncial, and quotes with approval Steffens's definition, that the Cursive is a running hand, with the letters of different heights and apt to be combined into groups (ligatures). With the seventh century, which saw the change from Latin to Romance, the Cursive developed rapidly into the various national hands; so Mr. Van Hoesen closes his study with documents of 640-650 A.D.

This is not the place for a detailed critique of Mr. Van Hoesen's methods and results. Suffice it to say that he describes over a hundred papyri and other documents, giving in each case a bibliography, a list of abbreviations and a study of the form of each letter. This latter feature is supplemented by the tracings of alphabets; it is a pity that several facsimiles or even tracings of whole documents were not added, since few students will have access to reproductions of them; and nothing is so treacherous a guide for a beginner as a scheme of shapes of letters. The trained paleographer will find the book of great value and suggestiveness, and it will be indispensable for every future effort to date a document in Roman script.

YALE UNIVERSITY.

CHARLES UFSO CLARK.

A Suggestion for Filing Illustrative Material

A card-index filing system in Caesar, Cicero and Vergil will prove invaluable for preserving illustrative material and literary allusions gathered from books, newspapers and magazines which one does not own or which he does not wish to destroy. Grammatical comments and other data readily obtainable from textbooks, should be excluded, and an attempt should be made to record only interesting parallels and anecdotes which will illustrate and vivify the text for the student. The card-index system is probably best suited to the teacher's needs in the literary study of Vergil, where the fund of illustrative material is well-nigh inexhaustible.

Stock cards, 3 inches by 5 inches, admirably suited to this purpose, can be secured at 15 cents per hundred. A cabinet capable of holding 2000 cards can be purchased for \$2.00. The cards should be properly indexed by paragraph and chapter in the case of Caesar and Cicero, by book and line in the case of Vergil. This is a decided advance over the interleaved note book plan, where the comments are placed opposite the text and additional material cannot be added from time to time without breaking the sequence of notes or overcrowding an already overcrowded page.

Newspaper clippings and magazine illustrations may be folded and placed in envelopes the size of the cards used; these may be filed as the cards are, with contents plainly marked in the upper left-hand margin. A larger cabinet may be used for filing mounted prints and photographs so that they may be instantly available for class use. Caesar's Commentaries and the Roman art of war can be illustrated with a wealth of material culled from daily press reports from the battle fronts. An attempt should be made by every teacher to preserve this valuable material for future use.

PEABODY HIGH SCHOOL,
Pittsburgh, Pa.

N. E. HENRY.

THE CLASSICAL WEEKLY has seldom called attention to the typographical errors which, spite of editorial care and compositors' and proofreaders' faithfulness, have disfigured at times its pages. Some cataclysm, for instance, wrought havoc in Number 12 of the current volume—after it left the Managing Editor's hands.

One Error, however, we must correct. On page 57 of the current volume, column 1, line 27, for "statistically" read 'statically'.

C. K.

LATIN PLAY AT CATSKILL, NEW YORK

On Tuesday evening, December 7, 1915, the pupils of the High School at Catskill, New York, gave a successful performance of Dido, the Phoenician Queen, one of the two plays in Professor F. J. Miller's book *Two Dramatizations from Vergil* (see THE CLASSICAL WEEKLY 8.170). The proceeds of the performance are to be used to beautify the Assembly Room of the High School "with pictures and ornaments of a varied educational character".

THE WASHINGTON CLASSICAL CLUB

The seventh annual meeting of the Washington Classical Club was held on Saturday, December 11, at the Friends' School. Professor Charles S. Smith, of The George Washington University, the Vice-President, took the chair, and announced the loss which the Club had suffered in the departure of its President, Mr.

William Warner Bishop, from the Library of Congress, to take charge of the library of the University of Michigan. The Club then proceeded to the election of officers. Professor Smith was unanimously elected President. Miss Mabel C. Hawes was similarly elected Recording Secretary and Treasurer, and Miss H. May Johnson, Corresponding Secretary. The President, after a brief inaugural speech, introduced Professor David M. Robinson, of The Johns Hopkins University, who showed his audience, with lantern slides and interesting comments, the ruins of some of the great cities of Asia Minor. After a vote of thanks to the lecturer the meeting adjourned.

MABEL C. HAWES,

Recording Secretary and Treasurer.

WHY WE NEED LATIN CLUBS

It is often said that, owing to the many interests of the present-day pupil, the preparatory Latin course must give way in some respects. There is a tendency to make the actual requirement as small as possible, by postponing everything not required for immediate use. Some fear that the student thus trained will be less well equipped for College Latin than was the pupil of a decade ago. But this result is not inevitable.

The teacher's great opportunity lies now in the Latin Club, which, if well organized, increases interest in Latin and instructs the pupil. Pupils joyously commit to memory whole pages, if a drama is to be presented; and Latin learned in this way proves exceedingly valuable. Though only a limited number can take part in one performance, all will study the text, that they may be able to understand the play. Here, too, the teacher has an excellent chance to impress on the pupils' minds in a forceful manner much of the technique of the language.

Again, the Latin Club, through the study of Roman customs, prepares the student for College Latin in a way in which the student of a decade or two ago was not prepared. The boy or girl who has taken part in Miss Paxson's play, *A Roman Wedding*, is better fitted to enjoy that magnificent Marriage Hymn of Catullus than the pupil who has no memories to increase his appreciation, and must constantly be helped by those fragments of information supplied by the Notes.

Surely the Latin Club is a fine means of creating an interest in Latin. Teachers in many parts are aware of this, but many others are doing nothing along this line. Latin must be enlivened, if it is to hold its own. The Latin Club reinforces and supplements the work done in the class-room; the pupil will submit to any amount of syntax-drill if he can catch a glimpse of the vision which lies beyond.

CLASSICAL AND HIGH SCHOOL,
Salem, Mass.

EDITH MAY SHEARER.

THE UPPER HUDSON CLASSICAL CLUB

The Upper Hudson Classical Club met at the Albany Academy, Albany, on Saturday, November 13. Professor Leonard W. Richardson, of the Albany College for Teachers, read a paper on Homer and the Epic, which was discussed at some length by Professor George D. Kellogg. The officers elected for 1915-1916 are as follows: President, Mrs. Harriet W. Kitts, High School, Schenectady; Secretary, Miss S. T. Curtis, Albany Academy for Girls; Treasurer, Mrs. M. F. Guleke, High School, Castleton.

THE CLASSICAL WEEKLY

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Each issue contains an editorial, leading articles, one or more signed reviews, notes, etc. Lists of new books and articles, especially of articles of interest to lovers of the Classics that appear in non-classical periodicals, are given from time to time.

The paper seeks first to be helpful to the teachers in the Secondary Schools, but due heed is given to the interests of teachers in the Colleges and the Universities. That it has been very helpful is proven by the testimonials quoted below.

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THE CLASSICAL WEEKLY, VOLUME IX

Volume IX (October 1, 1915-May 31, 1916) will contain, besides many other things, the following articles and reviews (the name of the writer of article or review is given in parenthesis):

ARTICLES

Where the Latin Grammar fails (H. C. Nutting); The Interest of Late and Medieval Latin to the High School Teacher (C. U. Clark); The 'Passing' of the Sequence of Tenses (R. G. Kent); Latin and Football (H. O. Ryder); The Epitaph of Allia Potestas (Ella Bourne); Non-Essentials in the Teaching of First Year Latin (F. L. Matteson); Thy Speech Bewrayeth Thee (H. S. Gehman); The Renaissance of Greek (H. H. Yeames); A Consideration of some Modern Versions of the Harmodius Hymn (C. C. Mierow); Hexameters (W. C. Lawton); A Working Library for Students of the Classics: Second Installment (R. W. Husband); Quotations from Greek Literature in Recently Published Inscriptions (K. K. Smith); On Ways of Studying the Classics (W. C. Lawton); By-Paths in Caesarean Bibliography (F. S. Dunn); The Lucretian Theory of Providence (G. D. Hadzsits); Reactions to the Latin Stimulus (Mary B. Rockwood); Latin in its Rightful Place (Annie M. Gendell); Caesar as seen in his Works (G. Lodge).

REVIEWS

Fairbanks, A.: Athenian Lekythoi (T. L. Shear); Thomas, E. J.: Plautus, Aulularia (A. W. Hodgman); Bulley, M. H.: Ancient and Medieval Art (O. Tonks); Burnet, J.: Greek Philosophy. Part I: Thales to Plato (R. B. English); Davis, W. S.: Readings in Ancient History: Greece and the East, Rome and the West, 2 vols. (D. M. Robinson); Holmes, T. R.: Caesar's Commentaries, Complete, annotated edition of (G. Lodge); Elliott, R. T.: The Acharnians of Aristophanes (F. G. Allinson); Howard, A. A.: Latin Selections (F. F. Abbott); Moulton, F. P.: Introductory Latin (H. L. Cleasby); Clark, C. P.: Numerical Phraseology in Vergil (G. D. Hadzsits); Riess and Janes: Caesar (B. M. Allen); Norton, Richard: Bernini and Other Studies in the History of Art (C. R. Morey); Haverfield, H.: The Romanization of Roman Britain (H. R. Fairclough); Harrington, K. P.: The Roman Elegiac Poets (H. L. Cleasby); Mooney, F. W.: The House-door on the Ancient Stage (R. C. Flickinger); Ashley, R. L.: Ancient Civilization (R. V. D. Magoffin); Smyth, A.: The Composition of the Iliad (G. M. Bolling); Pauly-Wissowa, 16th half volume, *Hyaia* to *Imperator*, and Second Series, first half volume, *Ra* to *Ryton* (R. H. Tukey); Mitchell, B. W.: Elements of Latin (W. S. Gordis).

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¹See note to page iii.

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